



Curriculum Policy

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1- Policy Statement

Swift Learning is committed to providing a broad, balanced, and flexible curriculum that meets the individual needs of all learners. The curriculum is designed to support academic progress, personal development, emotional wellbeing, and preparation for adulthood.

As an Alternative Provision, Swift Learning recognises that many learners may have experienced barriers to education. The curriculum therefore focuses on re-engaging learners through supportive relationships, trauma-informed practice, personalised approaches, and meaningful educational opportunities.

2- Legal and Statutory Framework

This policy has been developed with regard to:

- Keeping Children Safe in Education (KCSIE)
- SEND Code of Practice (2015)
- Equality Act 2010
- Alternative Provision Statutory Guidance
- Working Together to Safeguard Children
- The Independent School Standards (where applicable)

Swift Learning is committed to providing an inclusive curriculum that supports learners with SEND needs and other barriers to education.

3- Curriculum Intent

The curriculum at Swift Learning aims to provide learners with access to education that is engaging, supportive, and appropriate to their individual needs. The provision seeks to develop confidence, resilience, independence, and emotional wellbeing alongside academic achievement.

Swift Learning aims to provide a curriculum that supports reintegration into education where appropriate and enables learners to achieve positive long-term outcomes.

Swift Learning recognises that many learners attending Alternative Provision may have experienced disrupted education, emotionally based school avoidance, attendance difficulties, trauma, exclusion, or social, emotional and mental health challenges. The curriculum is designed to re-engage learners through supportive relationships, flexible approaches, achievable targets, and personalised educational support that promotes confidence, attendance, and long-term positive outcomes.

The curriculum also supports spiritual, moral, social and cultural development, British values, emotional literacy and preparation for life in modern Britain.

4- Curriculum Aims

Swift Learning aims to provide a curriculum that:

- Supports academic progress and personal development.
- Encourages positive behaviour, attendance, and engagement.
- Develops literacy, numeracy, communication, and life skills.
- Promotes confidence, resilience, and self-regulation.

- Supports learners with SEND and additional needs.
- Prepares learners for future education, employment, or training.

5- Curriculum Delivery

The curriculum is delivered through a flexible and personalised approach that reflects the needs of learners attending the provision. Learning opportunities may include academic subjects, Functional Skills, PSHE, emotional wellbeing activities, mentoring, vocational learning, and enrichment opportunities.

Teaching may take place through one-to-one sessions, small group work, practical activities, intervention-based support, and offsite educational opportunities where appropriate. Swift Learning recognises that some learners may require adapted timetables, differentiated approaches, or additional support to engage successfully with education. Curriculum delivery may also be adapted to support learners experiencing attendance difficulties or emotionally based school avoidance.

6- Personalised Learning

Learners at Swift Learning may present with a range of educational, behavioural, social, emotional, or mental health needs. Individual learning programmes may therefore be adapted to reflect prior attainment, EHCP outcomes, identified needs, personal interests, and future aspirations.

Staff work collaboratively with learners, families, commissioning schools, local authorities, and external professionals to identify barriers to learning and implement strategies that support engagement, progress, safeguarding, and wellbeing. Targets and support plans are reviewed regularly to ensure learners receive appropriate challenge and support.

7- Behaviour and Engagement

Swift Learning promotes a calm, respectful, and supportive learning environment where learners are encouraged to take responsibility for their behaviour and engagement.

Positive relationships, restorative approaches, consistent boundaries, and clear expectations are used to support participation, emotional regulation, and reduce barriers to learning. Where difficulties arise, staff will work with learners to identify appropriate interventions and supportive strategies.

This policy should be read alongside the Behaviour and Discipline Policy.

8- Safeguarding and Wellbeing

Safeguarding is central to all aspects of the curriculum. Learners are supported to develop emotional awareness, resilience, healthy relationships, online safety awareness, and confidence in managing personal wellbeing.

Swift Learning adopts a trauma-informed and supportive approach to education, recognising the impact that adverse experiences may have on learning and behaviour. Staff maintain a culture of vigilance and professional curiosity, recognising that safeguarding is everyone's responsibility and central to learner wellbeing and educational progress.

Staff receive safeguarding training and understand their responsibilities under Keeping Children Safe in Education (KCSIE).

This policy should be read alongside the Safeguarding Policy.

9- Assessment, Monitoring and Progress

Learner progress is monitored through assessment, observation, engagement tracking, attendance monitoring, and regular reviews. Swift Learning recognises the importance of measuring both academic achievement and personal development progress.

Where appropriate, learners may complete baseline assessments on entry to identify levels of attainment, barriers to learning, emotional wellbeing needs, and appropriate support strategies. Individual targets and support plans may be reviewed regularly to support progress, engagement, attendance, and positive outcomes.

Progress may be monitored through:

- Academic assessment.
- Engagement and behaviour tracking.
- Attendance monitoring.
- Learner voice.
- Personal development outcomes.
- Reviews with commissioning schools and external professionals.

Communication with commissioning schools, parents/carers, local authorities, and external professionals will take place where appropriate to support learner progress, safeguarding, attendance, and wellbeing.

10 - Careers and Preparation for Adulthood

Swift Learning aims to support learners in preparing for adulthood by developing confidence, independence, employability skills, and awareness of future opportunities.

Where appropriate, learners may receive impartial careers guidance, transition support, and opportunities to explore education, employment, or training pathways suited to their individual goals and aspirations.

11- Roles and Responsibilities

Staff at Swift Learning are responsible for:

- Delivering an engaging, supportive, and personalised curriculum.
- Maintaining high expectations for behaviour, attendance, and engagement.
- Monitoring learner progress, wellbeing, and development.
- Promoting safeguarding, inclusion, and positive relationships.
- Recording concerns and communicating appropriately with leaders and external professionals where required.

Leaders at Swift Learning are responsible for:

- Ensuring that the curriculum remains inclusive, relevant, and responsive to the needs of learners attending the provision.
- Monitoring the quality and effectiveness of curriculum delivery.
- Supporting staff development and wellbeing.
- Ensuring safeguarding responsibilities are embedded throughout the curriculum.

- Promoting compliance with statutory guidance and operational procedures.

12- Equality and Inclusion

Swift Learning is committed to ensuring that the curriculum is inclusive, accessible, and delivered fairly in accordance with the Equality Act 2010.

The provision recognises that learners attending Alternative Provision may present with a range of SEND, SEMH, behavioural, emotional, social, medical, or attendance-related needs. Personalised approaches and reasonable adjustments may be implemented where appropriate to support engagement, wellbeing, and educational progress.

Swift Learning aims to promote equality, respect, diversity, and inclusion throughout all aspects of the curriculum and wider provision.

13- Monitoring and Review

This policy will be reviewed annually or earlier if required due to changes in legislation, statutory guidance, safeguarding requirements, or operational practice. The curriculum may also be reviewed in response to learner need, engagement levels, commissioning feedback, safeguarding concerns, or changes in local and national priorities.

The effectiveness of the curriculum may be monitored through:

- Learner progress and achievement.
- Attendance and engagement monitoring.
- Learner voice.
- Staff feedback.
- Reviews with commissioning schools and external professionals.
- Quality assurance and safeguarding processes.

Leaders at Swift Learning are responsible for ensuring that the curriculum remains inclusive, relevant, responsive, and appropriate to the needs of learners attending the provision.

Policy date: 27.03.2026

Next Review date: 27.03.2027